

Foothill College Academic Senate Meeting Minutes
Monday, February 13, 2017
2:00 P.M., Toyon Room

ITEM	ACTION
1. Call to Order	Quorum present 2:02PM. Holcroft called meeting to order 2:02PM
2. Roll Call	<p>Senators Present</p> <p>Micaela Agyare (LIB) Rachelle Campbell (for Lisa Eshman BHS) Jody Craig (KA) Isaac Escoto (AS VP/CCC Co-ch '15) Jordana Finnegan (LA) Carolyn Holcroft (AS President '16) Patrick Morris (AS Secretary/Treasurer '15) Jose Nava (BSS) Rosa Nguyen (PSME) Katherine Schaefers (PT rep '15) Voltaire Villanueva (CNSL)</p> <p>Liaisons Present -</p> <p>Andrew LaManque (President's Cabinet) Ramiel Petros (ASFC President)</p> <p>Guests</p> <p>Lisa Ly, institutional research</p> <p>Senators Absent</p> <p>Kimberly Escamilla (LA) Lisa Eshman (BHS) Donna Frankel (PT rep '16) Carol Josselyn (FA&C) David Marasco (PSME) Kathryn Maurer (BSS) Bruce McLeod (FA&C) Tobias Nava (CNSL) for Cathy Denver Rita O'Loughlin (KA)</p> <p>Liaisons Absent</p> <p>Faculty Association - not yet appointed Classified Senate – not yet appointed</p>
3. Adoption of Agenda	<p>Holcroft requested additions to consent calendar Scholarship readers: Sara Cooper, Patricia Crespo-Martin Student Disciplinary and Grievance pool: Mark Anderson, Dolores Davison</p> <p>Agenda as amended approved by consensus</p>
4. Public Comments	<p>Members of the public may address the senate concerning items not on the agenda. Limited to 3 minutes each. Senate cannot respond or take action.</p> <p>There were no comments from the public.</p>
5. Approval of Minutes January 30, 2017	<p>There was no discussion. Minutes approved by consensus.</p>
6. Consent Calendar	<p>Scholarship Readers: Sarah Strader, Sara Cooper, Patricia Crespo-Martin Student Disciplinary and Grievance pools: Mark Anderson, Dolores Davison</p>

	Approved by consent
7. Hiring Committee Appointments	<p>Complete hiring committee personnel list linked from agenda and on senate web site. The following faculty ask for senate approval:</p> <p>Dean of Fine Arts/Communications and Kinesiology/Athletics (administrative position): Warren Voyce (KA), Tom Liner (KA)</p> <p>Full Time Faculty Member – Communication: Hilary Gomes (ART)</p> <p>DRC/VRC Counselor: Janet Weber (CNSL), Elaine Piparo (CNSL)</p> <p>3SP Coordinator: Lety Serna (CNSL)</p> <p>The senate reviewed each request in the context of the full hiring committee makeup. Hiring committee nominees faculty approved by consensus.</p>
8. Unfinished Business	
a. 3-year vs. 5-year trend analysis for standards/goals	<p>There was no discussion, senators indicated they had no feedback from constituents. Motion for senate to support college move to using 5-year trend analysis for accreditation standards and institutional effectiveness goals M Schaefers S J Nava. Approved by consensus.</p>
b. Time to Completion data	<p>There was some discussion of what questions we would like our data to answer, and acknowledgement that the metrics we select will drive the information we receive. Having clear research questions in mind is important.</p> <p>For instance, it was noted that a 17-year completion event was recorded on a certificate that's only 4 years old. Lisa Ly from Institutional Research explained that the time to completion data that she compiled measures, for first-time Foothill degree or certificate recipients, the time difference between the quarter that a degree or certificate was awarded and the first quarter that the recipient registered in a class at Foothill. Hence the 17-year completion event does not reflect continuous work on the same certificate.</p> <p>Ly also offered that there are other approaches to analyzing time-to-completion, in particular, a cohort approach that can illuminate the metric in a slightly different way. In such an approach, all first-time Foothill students who have a degree or certificate in their ed plan are tracked over time, with degrees and certificates awarded to members of the cohort recorded at regular time intervals, with results reported as headcount and percent of cohort at each time interval.</p> <p>Ly pointed out that the time-to-completion metric is not required for the IEPI, but if we decide to adopt it, we will ultimately need to set goals. The federal standard for first-time full-time students in two-year programs is three years. LaManque pointed out that Foothill scores about 65% on that metric, which means 35% of our first-time full-time students fail to graduate in three years.</p> <p>The questions remain whether we think that's even relevant, whether we can do anything about it institutionally, and if so, what?</p> <p>Ramiel Petros related a recent discussion in ASFC. He heard that Foothill's average time-to-completion is 4 years, but that differs from the experience of students participating in student government. Of that current group, all but one said they plan to transfer, some intend to do so with an ADT, but only the STEM majors planned to be here longer than two years, (three in their case). They attribute the longer time to an extended sequence of math prerequisites.</p>

	<p>The students involved in student government came to Foothill straight from high school, almost all have taken Counseling 5, all meet with counselors quarterly, and every one has taken at least one class online class. The top reason these students took classes online was that the course would not have otherwise been available to them.</p> <p>From the student point of view, the process of transferring is complicated. Student government in particular creates an informal cohort with shared space, where experiences with the process (for instance, nuances in IGETC rules) can be passed along. Even the students in government who have been there the longest originally expected to leave in two years.</p> <p>To the question of choosing to add time-to-completion to our IEPI metric, two points were raised. First, metrics presented as averages can hide variation. Second, evidence gathered from ed goals can be different from evidence gathered from course-taking behavior. For instance, for certain programs with restricted admissions (e.g. health career programs), the number of declared majors on ed plans can contrast dramatically with the number of people who actually get into the program and take classes.</p> <p>LaManque indicated that to include time-to-completion as an IEPI metric communicates its important to us. Details about the specifics for study design/data collection can be worked out. If we decide that we'd like to use this, it's important to ensure that any institutional response is to meet a student need.</p> <p>Students are interested in the metric, and faculty seem supportive of exploring time-to-completion data for Foothill, and would like continued discussion of data and goal-setting. IEPI asks for one-year and six-year goals for any adopted metric, but allows freedom to adopt and explore methodologies. There are many available.</p> <p>It was suggested that non-transcriptable certificates be included in educational outcomes for time-to-completion. We have academic departments that award many such certificates because employers value them and students benefit from them. This issue is part of an ongoing discussion among the curriculum committee. One issue is record-keeping. In the accounting department, for instance, faculty keep track of progress toward the certificates. The curriculum committee hasn't yet considered non-transcriptable certificates from an institutional effectiveness point of view, but such consideration might more accurately measure value students are taking from Foothill.</p> <p>Holcroft summarized she gauged the room to be in support of directing the officers to advocate in favor of adopting a Time to Completion metric, with the understanding that the specifics of the methodology to be discussed at a future senate meeting. The senate agreed by consensus.</p> <p>The senators thanked our institutional researcher for her efforts on this matter.</p>
c. Senate Restructuring	<p>There was discussion of how to best align the senate's voting practices with our documented voting structure. Sharing some of the work of the ad hoc committee on restructuring, Morriss described some difficulties in creating a purely academic senate structure without depending on the administrative structure of the college. The ad hoc committee has not given up on that task, but recognized that at least a temporary fix is necessary.</p> <p>There is a question as to whether senate should create a seat for the Economic</p>

	<p>Development division. There are currently a large number of part-time faculty teaching courses in apprenticeship programs who have no divisional voice on the academic senate. We have an opportunity here to express our academic collegiality by opening a channel of official recognition for those faculty.</p> <p>It was pointed out that other programs may eventually come under this division as well. Contract education was mentioned as an example. Having a channel open would save us having to create one later.</p> <p>It was suggested that being explicit about what we are changing from would be very helpful. The officers will contact Bruce McLeod, who is currently serving as liaison to the College Curriculum Committee on behalf of the Economic Development division, to see if divisional faculty have a preferred path forward.</p> <p>On a related matter of the ad hoc committee, Morriss noted that our constitutional preamble contains an erroneous legal reference in its first line and fails to ground the creation of our Academic Senate historically. A resolution and proposed constitutional amendment to rewrite the preamble will be forthcoming.</p>
<p>9. New Business</p> <p>a. SLO Committee leadership needed (5, 6)</p>	<p>The current chair of our SLO Committee, Jennifer Sinclair, is on professional development leave this year and stepped down from her role leading this committee, so we need a faculty replacement for that role. LaManque emphasized the importance of the committee, formed to give institutional input on SLO policies and procedures, beyond what the division coordinators do with respect to course-level student learning outcomes. This is a coordinating body, to advocate for SLOs to the campus governance bodies.</p> <p>We're looking for a faculty leader who can communicate the value and importance of SLOs, how they connect with the program review process, and how they fit into institutional governance. There is opportunity for innovation as well.</p> <p>The position is a committee co-chair with the associate vice president of instruction. The administrator's role is to serve as organizer, scheduler, etc., to allow the faculty co-chair the freedom to prioritize and agendaize issues important to faculty. The faculty co-chair would have much flexibility in setting the agenda and the schedule.</p> <p>Position is not yet eligible for PAA/PGA credit, but that avenue is being explored. Senators are asked to recruit for this position from among their constituents.</p>
<p>b. Spring event honoring part-time faculty (11)</p>	<p>Schaefers asked for ideas and suggestions, with the goal of planning an event to foster a culture of inclusivity with all faculty, and especially to convey the respect we feel for our part-time colleagues by offering concrete and visible appreciation of their contributions.</p> <p>So far, the event is shaping up as a catered reception with a keynote, longevity awards, and other specialized recognition such as division-specific appreciations, student-nominated awards, and callouts to new Foothill faculty and to those new to community college teaching. Several late-afternoon times were suggested, to be most accommodating to part-time faculty schedules.</p> <p>Senate has already indicated desire to sponsor this event, and there is a desire to make it happen. Schaefers and Holcroft will draft concrete proposal for a Spring '17 event and present it at the next senate meeting.</p>
<p>c. Senate communication: Yammer?</p>	<p>An ongoing issue for senate has been fostering better communication among faculty across campus. The officers were directed to explore a Foothill academic senate listserv, but administration indicated that that option is not viable with our current</p>

	<p>systems and practices. Yammer, available through the district's Office365 package, was suggested.</p> <p>ASFC has experience with a similar communication system, and advises that what makes it a great resource is people using it. Our constituents have directed us to improve communication. Yammer allows users to opt in to any groups, and set their own preferences for notification of group activity. A question about privacy settings came up, and it was acknowledged that Yammer is as private as any other aspect of our work as public employees, which is to say, not private.</p> <p>Holcroft will begin by inviting senators to join an academic senate group on Yammer; we can try using it for a couple months and determine whether it's working for us.</p>
10. Committee reports	<p>Elections Committee: Nguyen, Frankel Robert Cormia has agreed to serve as observer, and there is a part-time faculty member who will seek the open seat.</p> <p>Curriculum committee asks senators to direct course authors in their division to the course outline of record review checklist. It was designed as a time-saving measure, to eliminate some of the back-and-forth with the curriculum team before a course is approved.</p> <p>Please see the COOL report in the compilation especially the highlighted areas regarding the demise of Etudes, online courses for the OEI, and follow-up on the resolution concerning division-specific online course standards. At the next senate meeting there will be a separate agenda item re: COOL's discussions of how divisions have implemented/are implementing the standards.</p>
11. Announcements	<p>Limited to 3 minutes. Senate cannot take action</p> <p>a. Please let constituents know about the Professional Learning Network https://prolearningnetwork.cccco.edu/ ands http://iepi.cccco.edu/professional-development</p> <p>b. Senate Scholarship Applications are Open! Please share with students: Academic Senate Basic Skills Scholarship https://fhda.academicworks.com/opportunities/1552 Academic Senate School To Career Scholarship https://fhda.academicworks.com/opportunities/1525 Academic Senate Transfer Scholarship https://fhda.academicworks.com/opportunities/1564</p> <p>c. Scholarship readers needed! Former readers have spoken very positively of their experience. Please let your senator know.</p> <p>d. ASCCC Executive Committee meeting at Foothill 3/3/17, noon-5:30. Escoto, Schaeffers, and Nguyen will welcome committee members on behalf of Foothill faculty. The meeting itself is open.</p> <p>e. Academic Senate Office Hours Room 1929 (admin bldg breezeway) Mon & Wed noon-2PM; Tues & Thurs 10:00-11:30 AM. An officer will be available to discuss senate issues. You can also leave a message at X7202</p> <p>f. Trac-Dat is getting an update, to become more user-friendly, with much-simplified navigation. The District hopes to hire a faculty member to help faculty transition to new version (short term, probably just Winter '17 and Spring '17 quarters). Look for announcement.</p>

	g. ASFC thanks all for their support with the Banned-7 gathering.
12. Adjournment	3:38 PM